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AUTHOR Pantin, Gerard
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ABSTRACT

This report summarizes the activities of the Trinidad-based Service Volunteered for All (SERVOL) from 1970 to 1993. SERVOL works with Caribbean communities to assist them in making social changes that they not only want but also can afford. Projects from 1970-1976 highlighted in the report include: (1) community based preschools; (2) training courses in carpentry, welding, plumbing, electrical installation, masonry, child care, and home economics; (3) a bakery; (4) several consumer co-operatives; (5) a youth farm; (6) sporting facilities in disadvantaged areas; (7) cultural projects; and (8) adult literacy classes. The report notes that since 1981, SERVOL has concentrated on helping two age groups: 0- to 5-year-old children, through an early childhood intervention program; and 16- to 19-year-old adolescents, through an adolescent training program. Teachers and field officers trained by SERVOL return to their own countries to begin projects of their own. Beginning in 1987, at the request of the Trinidad and Tobago government, SERVOL has disseminated its program throughout that country. The report also presents the basic SERVOL method of approach to helping people: always ask them what their needs are, listen attentively to what they say, and then offer assistance with respect to helping them solve their problems. The report concludes with a recap of activities in the 1990s, a discussion of funding sources for SERVOL centers, and a list of center locations. (DLH)

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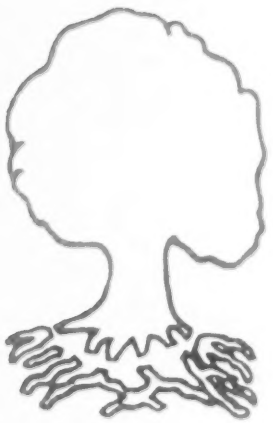
SERVOL

THROUGH THE YEARS



1970-1993

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S E R V O L

THROUGH THE YEARS

1970 - 1993

MISSION STATEMENT

Servol is an organization of weak, frail, ordinary, imperfect yet hope-filled and committed people seeking to help weak, frail, ordinary, imperfect hope-drained people become agents of attitudinal and social change in a journey which leads to total human development.

It does so through respectful intervention in the lives of others and seeks to empower individuals and communities to develop as role models for the nations.

1 - PERIOD OF SEARCHING: 1970 - 1976

HOW IT ALL STARTED

In 1970, Trinidad and Tobago was experiencing some very difficult times. A number of people, mainly from the Laventille area, began a series of demonstration marches to protest the social conditions of the poor. These marches, subsequently known as the "Black Power" demonstrations, continued and the numbers increased until a group of highly trained officers persuaded the Army to attempt to overthrow the Government by violent revolution.

Following this, Fr. Gerard Pantin, a Roman Catholic Priest and teacher at St. Mary's College and Mr. Wesley Hall, a cricketer who was on a coaching assignment with the West Indian Tobacco Company went into the Laventille area to find out how they could assist the people with the various problems they faced. They made contact with a number of street corner groups, had "rap sessions" with them and eventually overcame their initial suspicion and hostility. As a result, SERVOL (Service Volunteered For All) a voluntary organization was born.

The Two Hill Walkers, Gerry Pantin (right), Wes Hall (centre) with Carl Weekes, a friend from the hill

After a period of about three months, Wesley Hall returned to his native, Barbados and Fr. Pantin made a formal request to the Commander In Chief of the Trinidad and Tobago Defence to have some volunteers assigned to work with him in a developmental programme in Laventille. And so, seven soldiers were seconded to work with Servol.

Without any knowledge of the theory and practice of community development, they adopted the procedure of asking each group "How can we help you?" It is interesting to note that twenty-three years afterwards, Servol workers still continue to ask this question of those who come to them for any form of assistance.

THE AIMS AND OBJECTIVES OF SERVOL

In the initial stages, the people were very skeptical about the intervention in their lives by these well-meaning strangers, but when they realized that the strangers were very serious in their desire to help people to help themselves they began to co-operate with Servol.

Having laid the groundwork, Servol's aim now was not simply to work for the underprivileged but to get the underprivileged to work for themselves, to get them out of the stagnation they were in and to help them formulate goals they could realize.

Servol was interested in the self-development of people. It was not a welfare organization nor did it see its explicit task as being the mass transformation of society or the alleviating of the many problems of the poor.

Rather it saw itself as a small but important catalyst for social change which Caribbean Society desperately needed. In working with people in all their many and varied projects, Servol was also searching for new models for development which were capable of being taken up by bigger organizations and implemented on a large scale.

In doing all this, two general principles were used: firstly, in helping a community towards self-development always begin with what the people say they want. Secondly, help the people to achieve and accomplish only what they can afford to pay for. Thus, care was taken not to set up elaborate projects which were largely subsidized by outside finance; These might look very impressive but in reality have little to do with true development.

Working on these principles, a number of micro-projects were set up during this period:

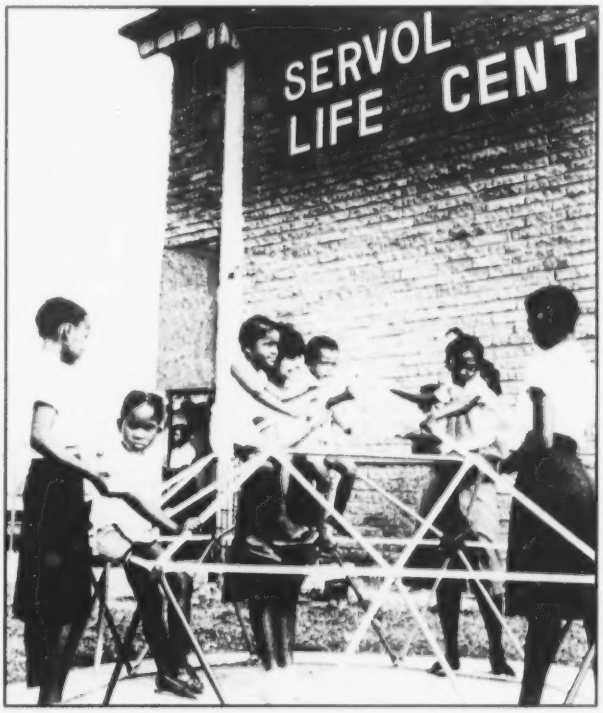
- 18 community based pre-schools
- Training courses in carpentry, welding, plumbing, electrical installation, masonry, child care and home economics
- A small bakery
- A number of small consumer co-operatives
- A youth farm
- Numerous sporting facilities in disadvantaged areas
- Cultural projects
- Literacy classes for adults

11 - PERIOD OF CONSOLIDATION: 1977 - 1981

During these years, the Servol apprentices under the supervision of their instructors built no fewer than four (4) centres: a vocational training centre off the Beetham Highway just outside Port of Spain, a centre for handicapped children in the inner city East Dry River area, a training centre in the sugar cane belt of Forres Park and a residential teacher training centre in down-town Port of Spain.

In these centres, Servol attempted to respond to the requests for help from the communities with whom they had come into contact and its efforts were slowly focusing on those areas of life where the need was pressing: early childhood care and education, post secondary school training and the catering for differently abled children.

The Beetham Centre



This centre officially opened in February 1978 was the object of special research, because it was the first vocational centre and also because there was extra-ordinary interaction between the different departments of the centre which included the following: a day care unit for babies; one for toddlers; skill training for over two hundred young men and women between the ages seventeen to nineteen; a dental clinic and a medical clinic.

Quite accidentally, it was discovered that this centre was taking on the role of a parent substitute in compensating, in some small way, for the defective family life background of many of the trainees. Since these youths were not only learning a skill but were being prepared for life, the "LIFE CENTRE" concept emerged. With this came the evolution of a specific Life Centre Curriculum which was based on a training programme that had been tried and tested for more than a decade.

The Forres Park Centre

In 1977, Caroni Ltd. allowed us the use of a parcel of land in the Forres Park area and here in an old mule pen, the first students of the Forres Park Life Centre assembled to begin their training. In the years that followed the instructors and trainees built what is now a fully equipped Adolescent Development and Skill Training Centre serving the Central area of Trinidad. This Centre was officially opened in 1979.

The Life Centre Programme at the Beetham and Forres Park

Although the hundreds of adolescents who sign up for this programme are all interested in learning a marketable skill, they all begin by following the Adolescent Development Programme (A.D.P.). This programme is designed to prepare them for subsequent training by allowing them to understand themselves and to open themselves up to caring, sharing

and loving. They are also given basic knowledge of their country and in many cases basic skills of reading, writing and counting.

They spend short periods in each department so that they can make a final decision as to the trade they wish to learn. During this period, they are given talks on self-understanding, self-awareness and spirituality, helped to understand the role of the subconscious in their lives, to overcome complexes, prejudices and hang ups they may have acquired along the way and to discover how they are all-too-often trapped in a cycle of violence which is born out of an enormous amount of repressed anger.

They are also exposed to an adolescent parenting programme designed to make them aware of the responsibilities involved in bringing children into the world in caring for them in an enlightened fashion. During this period, they are helped to develop emotionally through a relationship-training programme in which they are guided to form relationships with small children (through spending time in the day nursery working, feeding and playing with babies and toddlers), as well as with adult males and females who are members of the Servol staff and who take the place of parents. Through everyday activity at the Centre they are given the opportunity of being offered some basic moral and spiritual guidance through special lectures by trained professionals on sexuality, drugs, aids and social responsibility.

After this three and a half month period they move into the skill training departments where they spend up to one year learning a specific skill. During this period they spend four months doing on-the-job training with a firm, company or institution which specializes in the skill they are acquiring as a preparation for the world of work.

Finally, they return to the centre along with an evaluation from their temporary employer. At this point, work is done with them to correct weaknesses in their attitude, behaviour and performance.

At the end of all this they do the National Trade Achievement Exam or its equivalent and they either find jobs for themselves (very often in the company with which they have done job training) or become self-employed.

Fund Aid

After completing their training a number of our young people approach Fund Aid, Servol's sister organization whose function it is to grant loans to enable them to buy equipment to set up small businesses. Simple courses in business management are provided and assistance and advice given in the areas of production and marketing. Many young graduates have become successful entrepreneurs with the help of Fund Aid.

The Caribbean Life Centre

In 1982, Servol was faced with a critical situation - not only were nearly one thousand young people applying for the 500 places in the centres, but hundreds of visitors were coming from the islands of the Caribbean, other Third World countries and even developed nations

to visit projects and to see what had been accomplished over the years. Great pressure was put on Servol to build more centres and to open projects in remote rural areas of Trinidad as well as the other islands of the Caribbean. Servol opted for an alternative route. Reluctant to initiate a number of projects all of which would be dependent on Servol, it preferred to offer training to those people who were prepared to start projects of their own.

The Caribbean Life Centre officially opened in November, 1983, is a residential thirty-six bed hostel where accommodation is available for people from other countries or remote areas of Trinidad and Tobago to share the Servol experience and be trained in a particular field.

At the end of their training, they return to their respective countries to set up Servol-like projects. The hope is, that through this effort, Servol could gradually build up a cadre of potential leaders in the Caribbean who have one thing in common, to develop a genuinely sharing and caring society wherever they go.

Initially, this centre housed the Early Childhood Education Training Centre, in a building adjacent to the Hostel. In the period of searching, Servol discovered the importance of nursery schooling and the value of it for underprivileged children, as well as its value in effectively developing genuine community spirit in divided neighbourhoods. Hence, Servol offered an Early Childhood Education programme for full time and part time students as well as in-service courses. The young teachers were made fully aware of the importance of positive parenting practices and were trained to work with the parents in their communities.

The Sunshine Hill Life Centre

This centre, officially opened in December 1979, was built on the burnt out site of a former primary school. This centre houses a school for handicapped children and a printery which does all Servol's printing work as well as earning important income for Servol by taking on commercial jobs.

111 - CARIBBEAN EXPANSION: 1981 - 1993

By 1980, Servol had gradually come to the conclusion that all its efforts at community development and nation building should be focused on two age groups:

- 0-5 year old children
- 16-19 year old adolescents

It was clear to the organization that it should resist the temptation of trying to help everyone in need and that it would best make a positive contribution by concentrating on these two age groups. The rationale behind this choice was both philosophical and pragmatic. Everyone was agreed that the early years of a child's life and the period at which the adolescent leaves school and prepares to take his place in the world are absolutely critical. Allied to this was the fact that no one in Trinidad, least of all the Ministry of Education, was doing anything to help these age-groups; so that Servol was reasonably confident that these programmes could be set up without stepping on the toes of officialdom.

What finally clinched the matter was the numerous requests we had been receiving from other Caribbean islands to train teachers, instructors and co-ordinators for these programmes. So the scene was set for a dissemination of the two Servol programmes throughout the Caribbean.

The early childhood intervention programme has been an outstanding success. At the time of writing we have trained 134 teachers, 41 field officers/supervisors from Anguilla, Antigua, Barbados, Dominica, Grenada, Guyana, Haiti, Monserrat, Nevis, Panama, St. Kitts, St. Lucia, St. Vincent and Turks and Caicos. In addition we have helped Grenada , St. Lucia and Antigua, to build their own teacher training centres and are in close contact with the ministries of Education in nearly all of these territories, who have come to rely on Servol for the training of staff. All these trained personnel have returned to their native countries and are actively working in projects of their own.

Grenada's Allison Gibbs (standing) speakes to Teacher Trainees from other Caribbean Islands

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Between 1981 and 1986 our efforts to disseminate our Adolescent Training Programme were not anything as successful. Though we trained a number of instructors, in general Caribbean governments and voluntary organizations were rather apathetic in their efforts to set up programmes for school leavers. The one outstanding exception to this was Grenada. This project sprung up in the aftermath or the United States/Caribbean invasion of Grenada in October, 1983.

The Bishop of Grenada came over to Trinidad and asked Servol to set up a project in Grenada to help the youth of that island. The answer was a definite no: Servol, however, was certainly prepared to help Grenadians to set up their own project to help their own people.

Within two months several visits to Grenada were made, dozens of people were spoken to and a small grant was obtained to start a project. Servol also gave assistance in the form of training an entire Board of Directors of the newly incorporated and registered New Life Organization (NEWLO); drawing plans for a training centre and bringing their Executive Director to Trinidad for intensive training in the Servol approach to development.

Over the last five years, a complex of buildings has sprung up which constitutes the New Life Centre and which offers a training programme, modelled on the Servol paradigm but adopted to the culture and needs of the area.

The New Life Centre houses facilities for training young men and women in agriculture, handicraft, carpentry and woodwork, welding, plumbing, masonry, auto-mechanics and engineering, electrical installation and industrial sewing among other skill trades.

Servol has been responsible for training ninety per cent of the staff of this centre and continues to offer training and support on an on-going basis.

In 1991 because of an upsurge of violence in many Caribbean territories new focus was put on the youth of these islands and interest in the Adolescent Development Programmes was renewed.

A symposium for directors of projects for youth held in December 1992 brought together representatives from Jamaica, Puerto Rico, Barbados, Dominica, St. Lucia, Grenada, St. Vincent and Haiti.

The result has been the setting up of SERVOL - like Adolescent Development Programmes in St. Lucia and Haiti; requests for training of personnel from Barbados, Suriname, Dominica, St. Lucia and Jamaica with a view to setting up further programmes and follow up workshops by Servol training staff in Barbados and Haiti in 1993.

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Director of Projects for Youth attend Symposium in December 1992.
Representing: Barbados, Dominica, Grenada, Haiti, Jamaica, Puerto Rico, St. Lucia, St. Vincent and Trinidad and Tobago

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IV - NATIONAL EXPANSION: 1987 - 1993

The curious anomaly persisted, that though Servol's programmes had been accorded world wide recognition and most of the Caribbean was eager to avail itself of the offers of Servol to help with training and project implementation, the government of Trinidad and Tobago remained indifferent to the potential of the organization as an agent for development. All this was to change dramatically in 1986. A new government was swept into power and one of their first acts was to ask Servol to disseminate its programmes all over Trinidad and Tobago. Before describing the response to this request, it may be instructive, at this point, to say a few words on the Servol methodology and to see how this was applied in practice to the national programme.

PHILOSOPHICAL APPROACH

Servol has invented its own jargon to describe its basic philosophy and method of approach. In the gospel according to Servol, anyone trying to help disadvantaged people should base his approach on a philosophy of ignorance. Expressed simply, this means that you should never presume that you know the needs of people: ask them what these needs are and what type of help they want. The next step, is that of *attentive listening.* You should listen carefully to what the people tell you, convinced that their voice is the most important element in their own development and you should continue to adopt this listening stance throughout your dialogue with them. What pernicious attitude exists in each one of us that prevents us from offering genuine help to fellow-man and which attentive listening seeks to eradicate? It is the attitude of *cultural arrogance* which tends to make people believe that because they come from a certain country or ethnic background or have benefited from a certain type of education that this makes them superior to other people. In Servol's view, it is only when a serious attempt is made to grapple with that problematical attitude, that people are entitled to interfere in the lives of others through a process of *respectful intervention.* The only way to help another is to do so respectfully, conscious that we both have a lot to learn from the dialogue and that we will both emerge richer for the experience. Let us see how this works in practice in the dissemination of the national programme.

THE APPROACH IN PRACTICE

An advertisement was placed in the newspapers and on Television: any community which was interested in setting up an early childhood or adolescent development programme for their children, was invited to apply to a Ministry of Education/Servol Committee. More than two hundred (200) requests were made and representatives of the communities were invited to a meeting in which the areas of responsibilities of all the parties were clearly spelt out.

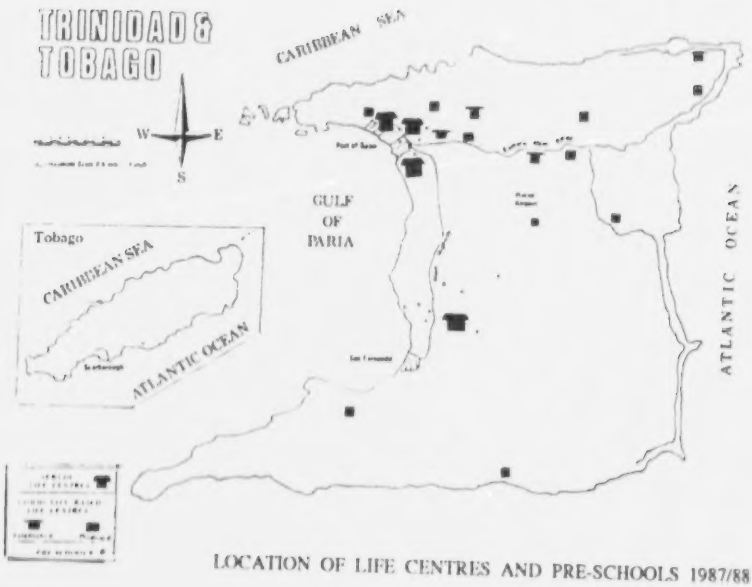
From the outset, it was a project of the people of the community: Servol would only provide those elements of the project which the community found impossible or difficult to obtain.

The community was required to set up a village board of education to supervise the project, provide a suitable structure and to collect a small fee from participants to help pay teachers' salaries. The Ministry of Education would provide funds to raise teachers' salaries to an acceptable level. Servol would train all teachers and instructors, monitor the projects through its field officers and seek additional funding from foundations to meet training costs, equipment and other such expenses.

The programme expanded on a phased basis and to date includes 150 Early Childhood Centres and 40 Adolescent Development Centres, fifteen of which offer skill training as well as the Adolescent Development Course.

An idea of the growth of the programmes over the period 1987 - 1993 can be obtained from a glance at the following maps:

LOCATION OF LIFE CENTRES AND PRE-SCHOOLS 1986



LOCATION OF LIFE CENTRES AND PRE-SCHOOLS 1987/88

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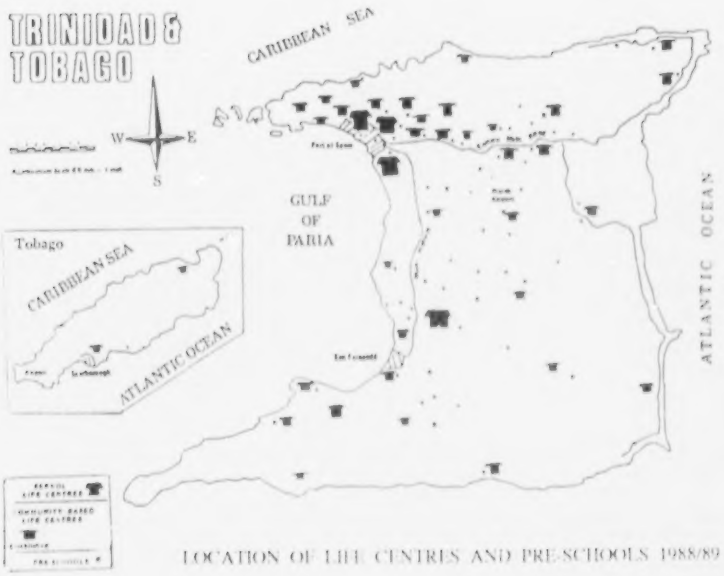
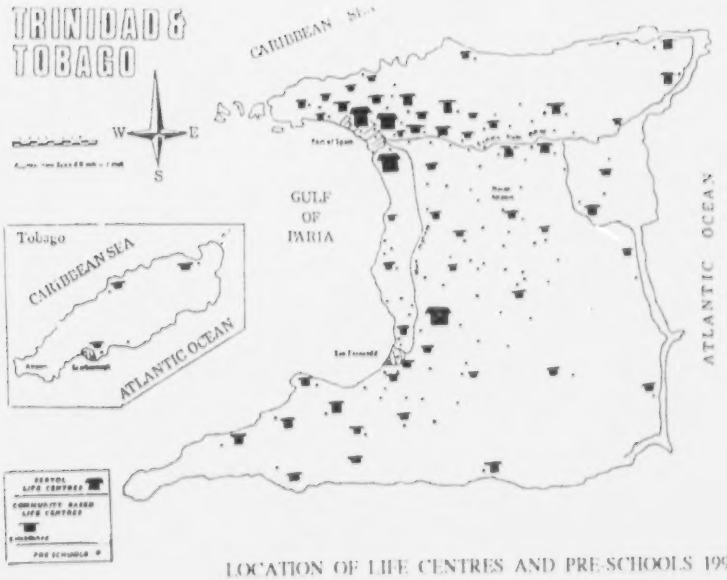


LOCATION OF LIFE CENTRES AND PRE-SCHOOLS 1988/89



LOCATION OF LIFE CENTRES AND PRE-SCHOOLS 1990/93

V - NEW HORIZONS

SERVOL REGIONAL TRAINING AND RESOURCE CENTRE

From as far back as 1981, Servol began training teachers for Early Childhood Education and instructors for the Adolescent Development Programme. Most of those who applied for training came from Caribbean islands but as time went on an increasing number of applicants from Trinidad and Tobago sought to enter the training programme with the result that the physical facilities became very cramped. The problem was solved in 1989 when the Bernard Van Leer Foundation asked Servol to set up a Regional Training and Resource Centre for the Caribbean and agreed to provide the finance for a new building which was officially opened in October 1992.

Built by the Servol Construction Company this centre houses lecture rooms, conference rooms and other facilities for the national and regional Early Childhood programmes as well as the newly established Guest House Aides programme which trains young people for the hospitality industry. Special living accommodation was included to facilitate senior supervisors and visitors who attend workshops. Symposiums on Early Childhood and Adolescent Development Programmes for the Caribbean region are hosted at this centre which is equipped with both training and resource materials for these meetings.

Certificates for Early Childhood Education are validated by the delegacy of Oxford University and other certificates carry the stamp of the Ministry of Education; these are accepted throughout the Caribbean.

SPECIAL ADAPTATIONS OF THE ADOLESCENT DEVELOPMENT PROGRAMME

The positive change of attitude observed in the young people who participate in the Adolescent Development Programme in the forty centres scattered all over the country came to the attention of those in charge of a number of institutions where young people were ministered to and approaches were made to Servol to start programmes in these institutions and to train personnel in the administration of this programme.

Youth Training Centre:

In 1990 we were approached by the Commissioner of Prisons to help in their programme for young offenders and as a result two prison officers were trained in the Adolescent Development Programme and today work alongside two Servol instructors in the administration of a successful A.D.P. for the young people of this juvenile prison.

Rebirth House:

This is a centre for recovering drug addicts and at the request of its founder Servol has trained some of its members to administer the A.D.P. to the young addicts who attend the centre; the programme had to be adapted to the needs of these young people and has been successfully used there since 1991.

St. Dominic Childrens' Home:

The lack of motivation and the inability of the fourteen to sixteen age group at this orphanage to adapt to skill training and study prompted the administrator of the home to seek the help of Servol in this area. Since 1991 two Servol instructors minister to these young people at the home where the A.D.P. has been especially adapted for this age group. The instructors also hold regular sessions with the supervisors and instructors attached to the institution.

LINKS WITH THE FORMAL EDUCATIONAL SYSTEM

The Early Childhood Programme and the Primary School:

The importance of facilitating the transition from the early childhood centre to the first year of the formal school system has been of concern to both the teachers and field officers of the programme and special sessions are held with the teachers of the primary schools where the problems of transition are discussed and systems put in place to help the young children concerned.

The Secondary School Transfer Programme:

In 1989 the growing problem of violence in some of the secondary schools in the country prompted the Minister of Education to make a special appeal to Servol for help and advice in this area. As a result it was arranged that each term Servol would take into its Adolescent Development Programme the most difficult students from the formal system give them the opportunity to come to terms with themselves and either return to their schools or remain with Servol to do skill training. The programme has been very successful; some students have returned to their schools with positive attitudes and others have done well in the Servol programme. To date some one hundred and twenty five young people have benefitted from this arrangement and the programme continues to grow in importance for both students and their teachers as an alternative to the formal system.

The Introduction of the Adolescent Development Programme Into Secondary Schools:

In 1990, realising that a number of the less gifted students were not realising their full potential, one of the so called 'prestige' schools in Trinidad asked Servol to set up a modified version of the ADP in the school to see whether it would improve the attitudes of those students. Though the actual implementation was flawed through the lack of cooperation of some teachers, the effect on the students themselves was noticeable.

Towards the end of 1992 what began as a trickle became a flood and school after school began to ask Servol to introduce the ADP curriculum into their senior classes and to train teachers to administer the programme.

This was further reinforced when the Reports on the National Task Force on Education was presented for public discussion. This report contained many of the recommendations which Servol had been advocating for more than twenty years and gave the official stamp of approval to a radical humanisation of the formal system of education.

A Step Further

In January 1993, the escalation of gang warfare in one of the inner city Government Secondary schools prompted the Principal to seek the help of Servol in containing the problem. As a result Servol sent three of its most experienced instructors to help by dialoguing with students, teachers and parents in an attempt to come to grips with the problem and to administer the A.D.P. in the form four class. To date the results have been encouraging and the teachers of the school are themselves sitting in on the sessions conducted by the Servol instructors.

In April of that year another inner city school approached us for help and by September 1993 we were working with two schools with a further two to come on stream in 1994. It would appear that molecricket,[1] nibbling away at the grassroots, can have a significant effect on the entire educational forest.

The high incidence of violence, unemployment and frustration in those communities from which the students came, prompted Servol once again to fall back on its maxim that unless programmes are community based and parent oriented they will have only minimal effect on the young people. So once again we turned to the Defence Force for help and in April 1993 a feeling of deja vu was evident when six members of the Defence Force began a training programme and started their work in the inner-city communities with grassroots leaders, parents and recalcitrant youth in the areas of self-development, sports, culture and creative activity. This project we hope will be a model from which future school-community projects can be forged.

PARENT OUTREACH PROGRAMME (POP)

Since 1987 Trinidad and Tobago has been experiencing a severe economic recession and as a result many parents are unemployed and find it difficult to send their small children to early childhood centres. As a result these children are being deprived of a very important preparation for entry to primary school and are often on the receiving end of their parents' anger and frustration. Recognising this need Servol initiated its Parent Outreach Programme (POP) where teachers are assigned to deprived areas with the specific task of bringing together the unemployed parents of the area, teaching them how to deal with and educate their small children, helping in the area of making teaching aids for their children from simple materials, teaching them a marketable skill and trying to develop parent support groups within the community. To date this programme has been established in six areas and the demand for it is increasing.

1 Pantin G: A Mole Cricket Called Servol, published by Pergamon Press, London, 1979

VI - FUNDING

Servol obtains money to run its centres from a number of different sources.

Its Own Productive Efforts:

All our centres are income earning. Our vocational departments build houses, do electrical, plumbing and welding repairs, cater for school feeding programmes and functions, print books and pamphlets. In recent times, with the slump in the construction industry, revenue from these sources has fallen and has been replaced by revenue from training, manufacture of furniture and equipment for schools, agriculture etc.

Local Fund Raising:

Servol has its now famous "Poor Man's Christmas Dinner" each year, receives donations from well wishers and deeds of covenant from business organizations.

Servol's First Poor Man's Christmas Dinner, a Bowl of Soup and a Loaf of Bread at the Trinidad Hilton Attended by Prime Minister, Dr. Eric Williams and Archbishop Anthony Pantin

Overseas Foundations:

These play an important role in helping Servol to run those educational programmes which cannot be self financed. Among those who have been very supportive of our work are the Bernard Van Leer Foundation and CEBEMO of Holland, HELVETAS of Switzerland, the Inter-American Foundation of Washington and MISEREOR of Germany.

Endowment Fund:

However, Servol has come to realise that it cannot continue to depend on external funding to continue its educational and communitarian efforts. As a result it has embarked upon the establishment of an *endowment fund* built up principally on contributions from the private and public sector in Trinidad and Tobago with generous assistance from the Bernard Van Leer Foundation. The objective is to make Servol completely self-sufficient by the turn of the century.

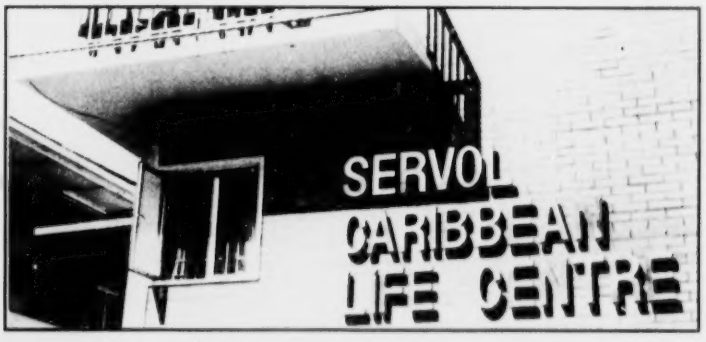
SERVOL LIFE CENTRES
WHERE TO FIND US

SERVOL LIFE CENTRE
Beetham Highway, Port of Spain
Phones: 809-623-6234, 809-627-9183

Houses: Servol's Administrative and Accounts Departments
The Adolescent Development and Skill Training Departments
The Administration of the Servol/Ministry National Adolescent Development Programme
Teacher Training for the Adolescent Development Programme
An Early Childhood Centre and Day Nursery
The Servol Construction Company

SERVOL REGIONAL TRAINING & RESOURCE CENTRE
58A Pembroke Street, Port of Spain
Phones: 809-623-5308, 623-6746

Houses: Early Childhood National and Regional Teacher Training Programmes
Resource and Conference Centre for Caribbean Projects in Early Childhood and Adolescent Development Programmes
Demonstration Early Childhood Centre
Guest House Aides Programmes
Public Relations Department
Hostel for Conference Participants
Ministry/Servol Accounts Department



CARIBBEAN LIFE CENTRE
91 Frederick Street, Port of Spain

Houses: 36 Bed Hostel for Caribbean Students
Medical Clinic
Office of Fund Aid

FORRES PARK LIFE CENTRE
PHONE: 809-659-2431

Houses: Adolescent Development Programme
Skill Training Departments
Production and Service Departments
Dental Clinic
Early Childhood Centre
Day Nursery

SUNSHINE HILL LIFE CENTRE
PHONE: 809-624-3802

Houses: Servol School for Special Children
Servol Printing Services

SERVOL LTD.

POSTAL ADDRESS (all centres)	:	91 FREDERICK STREET PORT OF SPAIN TRINIDAD, WEST INDIES
Fax Number	:	809-624-1619
Telex Number	:	c/o 22238 ALTHOM WG
Founder, Chairman of the Board	:	Gerard Pantin C.S.Sp.
Executive Consultant	:	Phone: 809-623-5308 809-623-7009
Executive Director	:	Ruth Montrichard Phone: 809-623-7009 809-627-9183

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